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ABSTRACT

This document outlines the Portfolio Assessment Requirement for students entering the Master of Information Science (MIS) program at the University of California, Los Angeles in the fall of 1997 and after who have the option of preparing a portfolio or writing a thesis. First, the two general and three specific goals of the portfolio assessment are listed. The document then provides information on the portfolio preparation; components of the portfolio (self-assessment, examples of student work, record of student's advising history, professional resume, other supporting documentation that the student wishes to present); the professional development class; major paper component; portfolio submission; portfolio presentation; and portfolio evaluation. (AEF)

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The Portfolio Assessment Requirement

Department of Library and Information Science
University of California, Los Angeles

IR 057 803

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THE PORTFOLIO ASSESSMENT REQUIREMENT

Students Entering Fall 1997 and After

All students entering the MIS program in fall of 1997 and after have the option of preparing a portfolio, or writing a thesis.

The portfolio preparation and presentation is to be a culminating experience for the years in the MLIS program, comparable to the comprehensive examination or thesis. The portfolio is to be a presentation of its author's professional self, as developed in the MIS program. The student presents the recorded form of the portfolio in advance, then gives an in-person presentation to a panel of three.

The portfolio assessment is optional for those writing a thesis, and required for those not writing a thesis.
Students wishing to write a thesis should consult with their advisors to make appropriate arrangements.

Goals of the Portfolio

The general goals of the portfolio assessment are the following:

1. Provide an opportunity to integrate one's learning across the entire IS program.
2. Develop skills and awareness in the management of one's own professional career.

The specific goals of the portfolio assessment, designed to meet the above general ones, are the following:

1. Present one's cumulative accomplishments in the MLIS program.
2. Reflect on one's significant learning in the program, especially in the core.
3. Reflect on one's career goals, and how the work in the program has moved one toward that end.

NOTE: Though this project is intended to be a culminating experience for study for the MLIS degree, it is also intended to be the first project or activity one carries out as a professional. As a professional, one must meet the requirements of a project or report, to be sure, but also express and carry forward one's own professional objectives and interests. The student should worry less about pleasing the panel or satisfying the formal requirements--by the end of the second year in the program that should be an easy challenge—and think more about shaping and articulating one's own career for presentation.

Portfolio Preparation

As the portfolio is to demonstrate the growth and reflection of the student during the MLIS program, it is highly advisable to anticipate this project from the beginning of the program. In a meeting with the advisor each quarter, the student identifies current interests and goals for learning, and notes where those interests and objectives have changed. Such reflection throughout the program greatly enhances the quality of the final result.

Example goals for learning:

- To become familiar with career options in the film industry.
- To learn how public libraries can help adults acquire literacy skills.
- To acquire the minimum knowledge and skills needed to work as a cataloger in an academic library.
- To complete the requirements for the California School Library Media Credential.
- To satisfy the pre-professional education requirements of the Society of American Archivists.
- To become proficient in multimedia design and development.

By the end of the first year, or the completion of 36 credits, the student should have identified three to five goals for learning, which s/he can present with the portfolio. Such goals may change as one progresses through the program; part of the portfolio preparation is to be able to articulate professional objectives and the motivations that lead to changes in them.

In this process, the advisor should be an important source of information and mentoring. If the advisor relationship is not fulfilling in this regard, the student should consult with other faculty and/or change advisors. As the advisor will head the review panel, it is recommended that the student show the portfolio in advance to the advisor, in order to get any needed feedback.

Components of the Portfolio

1. Self-assessment
   a. Statement of significant learning from the core topic areas.
   b. Student's description/definition of area of specialization, with a statement of achievements to date.
   c. Student's general statement of achievement in the MIS program, outlining how he/she has met personal goals for learning through course work, internships, and/or extracurricular activities.
   d. Statement goals for continuing education.
   e. Self-assessment of participation in professional, organizational, and other service activities.

f. Statement of professional goals.
g. Self-assessment of student's leadership potential.

2. Examples of student work
   a. One or more examples of work from a core course.
   b. One or more examples of work from an elective course in area of specialization (not the major paper or thesis).
   c. The major paper or thesis.

3. A record of the student/s advising history.

4. A professional résumé.

5. Any other supporting documentation that the student wishes to present

Professional Development Class

The Professional Development (IS 400) course is designed to help students assemble their portfolios and to think systematically about their ongoing professional development. It is not a required course, but it will be offered in the winter quarter for those students who wish to take it.

Major Paper Component

The specialization paper requirement is met by completing a major paper in an elective course. [TAUGHT BY A MEMBER OF THE GSE&IS LADDER FACULTY; THE PAPER MUST COUNT AT LEAST 50% OF THE COURSE GRADE.] A grade of B or better must be earned in this course. Normally the paper will be in the student's area of specialization. Students may NOT use the same course to satisfy both the paper and the research methods requirement.

2.8.1.7 Portfolio Submission

Students wishing to present their portfolio must meet these requirements:

- Both pre-requisites for the program completed.
- One year of academic residency completed.
- Must be in good academic standing, i.e., minimum cumulative GPA = 3.0.
- Must have finished or be in the process of taking the core classes and the research methods requirement.
- All incompletes completed.

Three copies of the portfolio are due to Student Services by Friday of second week of the term in which the portfolio is to be presented.

The presentation copy goes to the advisor.

All portfolios must be small enough to fit into a #7 Jiffy bag.

Paper format is still considered the standard format for the time being. The portfolio should be in paper form; material in other formats is considered extra.

Materials presented in non-paper form should have paper-based instructions noting the technical support needed for presentation.

Portfolio Presentation

Portfolio presentations may be made in Fall, Winter, and Spring only. Students normally make presentations in their final quarter in the program. Those completing work in summer generally present the portfolio in Spring quarter.

Students must notify Student Services of intent to present the portfolio no later than the fifth week of the quarter **BEFORE** the one in which they intend to present, so that the appropriate review panels can be scheduled.

Dates for portfolio presentations are set early in each quarter. All portfolios are due on the same date each quarter to the Administrative Assistant to Faculty (Room 245, GSE&IS Building), though presentations may range over several weeks from the middle to the end of the quarter. Portfolio copies will be given in advance to the members of the review panel.

Review panels consist of the student's advisor, one additional faculty member, and one practitioner. The practitioner, trying, where possible, to get a good match among practitioner, faculty and student interests, but an ideal match cannot be guaranteed, beyond including the advisor on the panel.

Portfolio presentations are scheduled for a total of 45 minutes. The first five minutes or so are devoted to a discussion among the panel without the student present, the next 20-25 minutes are for the presentation to the panel, and the final 15-20 minutes are for the panel discussion *in camera*. It is the obligation of the student (and, if need be, the advisor) to limit the presentation to the allotted time. For the portfolio presentation portion only, outsiders may be admitted with the permission both of panel members and student presenter.

Ordinarily, the presentation includes a brief statement of the student's accomplishments in the IS program, a description of the student's professional goals, and a highlight of one example of student work, which may be presented in any format. The review panel may question the student about any aspect of the portfolio. In the final minutes of the presentation, the review panel and the student have a general discussion of the student's academic work and professional goals.

Portfolio Evaluation

Review panels evaluate the portfolio on the following points:

- Completeness
- Overall quality of student course work presented
- Evidence of student reflection on academic work, progress towards meeting professional goals, and future plans
- Appearance of portfolio
- Oral presentation.

The review panel assigns one of three grades: Pass with distinction; Pass; Fail.

The review panel makes written comments to justify assignment of "Pass with distinction" or "Fail" evaluations to the portfolio.

Students who fail must correct problems and make a successful portfolio presentation in order to graduate. If the sources of failure are modest, the panel will give recommended revisions to the advisor, who will oversee the student's reworking of the portfolio in time to present again during the same quarter. If the sources of failure are major, or if a student with modest problems wishes to take longer to revise the portfolio, then the student must enroll in the next quarter or pay a filing fee and present the portfolio again in the usually scheduled time period for presentations. Failure a second time leads to being dropped from the program.

Students are notified in writing within two weeks of presenting the portfolio.